DOCUMENT RESUME

ED 209 004 PS 012 524

AUTHOR Loveless, Susan Catlett; And Others
TITLE Oklahoma Child Development Associate Curriculum: Parent Teacher Community Relations. Revised Edition.
INSTITUTION Oklahoma Child Development Associate Policy Advisory Council, Midwest City.; Oscar Rose Junior Coll., Midwest City, Okla.
SPONS AGENCY Office of Child Development (DHEW), Washington, D.C.
PUB DATE Jan 81
GRANT OCD-6-C-15
NOTE 65p.; For related documents, see PS 012 513-523.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Child Caregivers; *Competency Based Teacher Education; Early Childhood Education; Parent Participation; Parent School Relationship; *Parent Teacher Cooperation; Postsecondary Education; *Preschool Teachers; *School Community Relationship; *Training; Volunteers
IDENTIFIERS *CDA; Child Development Associate

ABSTRACT

Upon completion of this learning unit on parent/teacher/community relationships, Child Development Associate (CDA) trainees will be better able to (1) promote positive functioning of children and adults in a group, (2) bring about coordination of home and center practices, and (3) carry out related, supplemental responsibilities. Information is provided in Chapter II on involving parents in program enrichment, using effective meeting techniques, and communicating with parents. Chapter III consists mainly of information on using volunteers to help promote program enrichment. Community involvement in the early childhood program and delivery of health and social services is discussed in Chapter IV. Chapter V provides guidelines for setting up an activity card file, indicates components of activity and resource unit cards, and provides samples of each. The organization of a resource file is also discussed. The final chapter, Chapter VI, focuses on CDA portfolio development in the area of home/center coordination. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

CHILD DEVELOPMENT ASSOCIATE:

PARENT/ TEACHER/ COMMUNITY RELATIONS

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED209004

PS 012524

OSCAR ROSE JUNIOR COLLEGE

2

OKLAHOMA CHILD DEVELOPMENT ASSOCIATE CURRICULUM

PARENT TEACHER COMMUNITY RELATIONS

Developed By

Susan Catlett Loveless
Project Director

Oklahoma Child Development Associate Advisory Council
Mayme Jackson, Chairperson

OSCAR ROSE JUNIOR COLLEGE
Midwest City, Oklahoma

Administrative Institution
for the

OKLAHOMA COOPERATING INSTITUTIONS OF HIGHER EDUCATION

Carl Albert Junior College
Claremore Junior College
Connors State College
Eastern Oklahoma State College
El Reno Junior College
Murray State College
Northeastern Oklahoma A & M College
Seminole Junior College
South Oklahoma City Junior College
Western Oklahoma State College

January, 1981

The original materials for the Oklahoma Child Development Associate curriculum were developed through the Oklahoma Child Development Associate Pilot Project, pursuant to Grant Number 6-C-15, of the Office of Child Development, Office of Human Development, U.S. Department of Health, Education, and Welfare (Department of Health and Human Services). These materials were subsequently field tested through the Oklahoma Child Development Associate/Head Start Supplemental Training project from 1976 through 1979 and revised during 1979 and 1980.

The Oklahoma Child Development Associate Curriculum, Revised, is published through the U.S. Government Printing Office. Points of view and opinions stated herein are those adopted by the Oklahoma Child Development Associate Advisory Council and are not necessarily representative of official Department of Health and Human Services opinion or policy.

For more information regarding the Oklahoma Child Development Associate Curriculum, please contact:

Child Development Program
Oscar Rose Junior College
6420 Southeast 15th
Midwest City, Oklahoma 73110
Telephone: (405) 733-7315

TABLE OF CONTENTS

I	INTRODUCTION	1
II	WORKING WITH PARENTS	3
III	WORKING WITH VOLUNTEERS	23
IV	WORKING WITH COMMUNITY	30
V	TEACHER RESOURCES	41
VI	PORTFOLIO DEVELOPMENT	53

CHAPTER I

INTRODUCTION

RATIONALE

Parents, teachers, and community are interrelated resources for meeting the needs of young children in child development centers. Without the coordinated use of all three, it is possible to hinder rather than foster development. When parents and teachers work together, the child is less confused and learning occurs more easily. Also, when parents and teachers utilize community resources, another dimension is added to the child's life and further learning occurs.

Communication among parents, teachers, and community is essential to good working relationships. Through adequate communication the parents, teachers, and community will be able to work together and enhance each other's part in the child's life.

Children often respond differently to teachers than to parents; this places a responsibility on the teacher to report developmental progress and events to parents. In addition, parents who know the reasons for activities and the goals and purposes of programs for their children tend to respond more favorably to suggestions from the teacher.

Each parent is different; thus, the teacher must develop the ability to work with parents through home visits, conferences, meetings, etc., and utilize the most effective method with each parent.

Accomplishment of the objectives in this area will foster the individual's development of the following competencies as defined by the Child Development Associate Consortium:

Promote positive functioning of children and adults in a group.

Bring about coordination of home and center practices.

Carry out supplemental responsibilities.

OBJECTIVES

Upon completion of this area the trainee will be able to:

1. Demonstrate the ability to communicate with parents through the use of telephone, letters, home visits, conferences, bulletin boards, meetings, and notes sent home.

2. Demonstrate the ability to utilize the community as part of the classroom through field trips in the community and community visitors in the center.

3. Provide learning experiences which emphasize the importance of each family.

4. Demonstrate the confidentiality of information by providing a secure place for children's records and sharing the records only with appropriate personnel.

5. Demonstrate the teacher's role in parent meetings.

6. Coordinate activities to meet expectations of parents and the center as they relate to the children's program, parent involvement, and parent education.

7. Provide adequate opportunities for and encourage volunteer help in the center where applicable.

8. Listen to parents as they express their concerns regarding their child and the program and demonstrate the ability to utilize their suggestions appropriately.

CHAPTER II

WORKING WITH PARENTS

RATIONALE

The most important influence on children is their parents and home environment. The teacher who recognizes the value of parent involvement and who successfully stimulates the involvement of the parents can improve the program for the child, benefit the teaching staff and total center, and assist in the improvement of parenting skills.

Recognizing that parent involvement is an integral part of the child development program, it is imperative to understand the workings of a good parent program. The teacher should have a knowledge of various strategies for working with parents and involving them in the early childhood program: planning and conducting group meetings, home visits, parent/teacher conferences. Also, the teacher must assist parents in assuming responsibility for the contributions they can make via these strategies.

ESSENTIAL CONTENT INFORMATION

I. INVOLVING PARENTS IN PROGRAM ENRICHMENT

A. Purposes for Parental Involvement

1. It benefits the children's families and the center through increased understanding and cooperation between home and center.

2. It results in increased competence of children.

3. It allows for more effective program planning.

   a. Parents can give teacher input into the developmental history and interests of individual children.
   b. Parents can give essential information regarding the cultural background of children.

4. It provides an avenue for teachers to give parents information to assist in childrearing.

   a. It provides information regarding an individual child's behavior in regard to the preschool program.

b. It provides information regarding general aspects of child development relevant to each parent.

5. It minimizes the conflict between parents and school as expectations become more similar.

6. It builds communication bridges between the center and the community.

7. It increases social awareness of children as parents bring unique cultural experiences to the program.

8. It helps assure effective program evaluation.

9. It increases the sensitivity of teachers to the cultural groups within the community.

B. Obstacles to Parent Involvement

1. Teachers may fail to realize the crucial role that parents play in their child's development.

2. Teachers may feel threatened if parents assume increased responsibility for the program.

3. Teachers may "expect" parents not to become involved; people tend to live up to the expectations of others.

4. Teachers may lack respect for those of different ethnic or socio-economic backgrounds.

5. Teachers may fail to deal with issues of relevance to parents.

6. Parents may have difficulty in seeing themselves as the primary influence on their children.

7. Those designated to work with parents may lack the knowledge and skills for doing so.

8. Parents may be overwhelmed with emotional, social, and economic stresses.

9. The center may lack an effectively planned and executed system for parent involvement.

10. Parents may be suspicious of anyone representing authority or "the system."

11. Parents and teachers may have different goals for the children.

C. Strategies for working with parents

1. Home visitation

2. Parent group meetings

3. Parent projects

4. Parent committees

5. Parent education programs, including:

   a. Information regarding principles of child growth and development
   b. Avenues for personal growth
   c. Opportunities for improving employment skills

6. Participation in political organizations

7. Parent volunteer programs for:

   a. Guiding experiences with children on special projects/occasions
   b. Constructing teaching materials
   c. Participating in classroom program on a regular basis

8. Parent conferences

9. Center sponsored activities

II. EFFECTIVE MEETING TECHNIQUES

A. Planning Effective Meetings

1. Advantages of planned meetings

a. Parents can learn to discuss their problems and to express more objectively their feelings and ideas about their children.
b. Parents have an opportunity to have contact and get acquainted with other parents.
c. Parents and teachers can be together.
d. Parents can learn about child development.

2. Purposes of group meetings

a. To describe the early childhood program through:
   (1) Communicating center policies to parents.
   (2) Communicating the daily program.
   (3) Communicating the types of activities or seasonal events which are planned.
b. To provide parent education through:
   (1) Presentations regarding various aspects of child development.
   (2) Discussions regarding various aspects of education relevant to a number of parents.
   (3) Workshops geared toward parent education.
c. To provide a social event for parents.

3. Some factors for teachers to consider for obtaining parent attendance at group meetings are:

a. Let parents select program topics for some meetings.
b. Arrange meeting times suitable for parents.
c. Provide transportation.
d. Avoid formal meetings.
e. Provide child care services.
f. Encourage parent participation.

4. Some duties of the teacher prior to initial group meeting are:

a. Send out personal written notification of meeting with the following information:
   (1) Time and place of meeting.
   (2) Arrangements for babysitting.
   (3) Transportation arrangements.
b. Send parents a list of suggested topics as an "interest finder" for the yearly program.
c. Send out a second notice of the meeting (telephone if possible).

d. Prepare agenda.
e. Make name tags of parents.
f. Prepare visual aids or teaching materials needed.

B. Conducting Effective Meetings

1. Some suggestions to get parents involved include the following:

a. Be friendly, down to earth and truly interested.
b. Make "get acquainted" home visits.
c. Listen to parents in order to pinpoint individual and community needs.
d. Encourage parents to set up agendas for meetings, chair meetings, take notes, decide days and hours of meetings.
e. Give support and gently prod self-conscious individuals who are reluctant to speak in groups.
f. Recognize parents by mentioning them in the center newsletter and/or presenting certificates for services.
g. Request funds for the parent program and have parents manage these funds.
h. Use a variety of techniques for stimulating discussion:
(1) Films
(2) Drama
(3) Puppets
(4) Cartoons and funny sheets
(5) Fiction
(6) Panels
(7) Suggestion box
(8) Buzz sessions
(9) Pre-planned group questions

2. Chairing group meetings

a. Procedure:
(1) Clarify the purpose of the discussion.
(2) State the problem.
(3) Invite group participation.
(4) Be receptive.
(5) Summarize as you procede.
(6) Summarize at the end.

b. Characteristics of a good leader:

(1) Consideration---Be understanding and friendly.

(2) Poise---Do not let irritations bother you.

(3) Group mindedness---Be part of the group and encourage others to participate.

(4) Responsibility---Keep group discussion on the subject; direct the group.

(5) Cooperativeness---Know how to work with others and enjoy working with them.

(6) Understanding---Have empathy for others and be ready to meet changing situations.

(7) Patience---Alow people time to think about an issue without talking or interrupting.

(8) Tact---Be able to deal with those who talk too much or keep wandering from the point.

(9) Put the group at ease.

(a) Many participants will not know anyone else present.

(b) Provide name tags with large printing for all present.

(c) Provide for introductions---A good technique is to have each person talk to his/her neighbor and find out something about him/her and then introduce this person to the group.

(d) Plan buzz sessions.

1) Introduce a topic for discussion.

2) Allow 5 minutes or so for small groups to talk.

3) Give feedback to rest of group if appropriate.

C. Evaluation

1. Were the goals of the meeting clarified?

2. Were the goals of the meeting met?

3. Was there participation and discussion by all those in attendance?

4. Was the summarization of the meeting sufficient to give a feeling of closure to the meeting?

III. EFFECTIVE COMMUNICATION WITH PARENTS

A. Conferences With Parents

1. Types of conferences

   a. Individual
      (1) At home
      (2) At school
   b. Group

2. Purposes for conferences

   a. To allow for communication between parent and teacher regarding a similar interest.
   b. To allow teacher to gain insight into the home environment of the child.
   c. To allow parent to gain understanding of the early childhood program.
   d. To allow parent to gain understanding of child's progress in program.
   e. To provide parents an understanding for the need for regular conferences.
   f. To encourage parent support of early childhood program.

3. Planning of conferences

   a. Plan a conference that will be comfortable for you to conduct.
   b. Contact parents regarding your scheduled time, place and date, but make sure your plans are flexible for the benefit of the parents.
   c. Plan a conference forty-five minutes in length to allow plenty of time for discussion.
   d. Plan the conference around that parent's child. Eliminate comparisons of children.
   e. Write a status report on the child before the conference.
   f. Plan special observations of the child prior to the conference if needed for accurate and objective reporting.
   g. Collect samples of the child's work.

h. Avoid making a premature diagnosis regarding the cause of negative behavior by the child. This diagnosis may be wrong.

4. Implementation of conferences

a. Arrange for complete privacy so that true feelings may be expressed.
b. Begin the conference by discussing positive aspects of the child's progress.
c. Listen effectively to the parent.
d. Be matter-of-fact and honest in discussing negative aspects of a child's performance; do not be overly critical and demeaning.
e. Provide a relaxed, unhurried atmosphere to encourage open communication.
f. Avoid being too authoritive or playing the role of "the expert." This may cause parents to feel defensive and humiliated or angry.
g. Keep conferences strictly confidential.
h. Conclude conference by conveying appreciation for the parents' coming to the center.

5. Content of the conference

a. Information regarding the child's adjustment and progress in the early childhood program, such as:
   (1) Anecdotal records
   (2) Developmental records
   (3) Samples of work
   (4) Teacher observations
b. Concerns and questions of the parent regarding the early childhood program.
c. Information from parents regarding relevant aspects of the child's home life.
d. Clarification of feelings of parents regarding their child's adjustment and progress.
e. Information regarding principles of child growth and development and significance of parents' role.
f. Mutually-arrived-at decisions between parent and teacher regarding any needed changes relative to some aspect of the child's progress.

B. Home Visits With Parents

1. Types of visits

   a. Initial
   b. Routine
   c. Specific

2. Who makes visits

   a. Teacher
   b. Aide
   c. Social Worker
   d. Health Coordinator
   e. Handicapped Coordinator
   f. Family Counselor

3. Purpose for visits

   a. Initial visits
      (1) To get acquainted with new children.
      (2) To establish a rapport with children in a familiar environment before they are introduced into a totally new environment.
      (3) To obtain information about children from parents and through observation of their environment, family relationships and cultural background.
      (4) To meet the children's parents in an environment most comfortable to them.
      (5) To establish rapport with the parents before any problems arise concerning their child.
      (6) To lay groundwork for later parent involvement.
   b. Routine visits
      (1) To further promote rapport among teacher, parent, and child.
      (2) To observe children with their families for better understanding their behavior at school.
      (3) To obtain or give information to parents.
   c. Specific visits
      (1) Education
         (a) Pre-school program
         (b) Community referral sources
         (c) deliver materials for parent use

(2) Recruitment and Participation
- (a) Making instructional aids
- (b) Volunteer in classroom
- (c) Personal invitation to workshops or meetings
- (d) Participation in school programs
- (e) Host "coffees" for other parents

(3) Relationships
- (a) Establish rapport
- (b) Welcome to school community
- (c) Visit in time of death/serious illness
- (d) Provide language interpretation to non-English speaking parents

(4) School problems
- (a) Attendance
- (b) Behavior problems
- (c) Peer relationships
- (d) Emotional problems
- (e) Unusual changes in behavior
- (f) Learning difficulties

(5) Health problems
- (a) Hygiene
- (b) Appearance
- (c) Lack of sleep
- (d) Dental
- (e) Nutrition
- (f) Immunization

(6) School business
- (a) Interpret school policies and procedures
- (b) Secure consent
- (c) Arrange conferences

(7) Curriculum information
- (a) Explain curriculum
- (b) Parent-teacher conferences
- (c) Guide to specific programs
- (d) Discuss assessment results

4. Planning for home visits

a. Make arrangements with parents
- (1) Call in advance to arrange time and date.
- (2) State purpose of visit

b. Prepare questions to ask parents

c. Prepare information needed for initial home visit

(1) Information needed for child's enrollment if it has not been obtained.
   (a) Medical forms
   (b) Financial forms
   (c) Application forms
   (d) Transportation forms for field trips, etc.
   (e) Any other forms center requires

(2) Information to give parents
   (a) Policy manual or information manual
   (b) Entrance procedures
   (c) Special rules of the center
   (d) Kinds of clothing a child may wear and/or is needed
   (e) Kinds of activities in which child will be involved
   (f) Guidance used

d. Prepare information needed for routine home visit Information needed will depend on the purpose of the visit. Some suggestions are:
   (1) Notes on child's behavior and other records
   (2) List of questions/observations that will aid you in obtaining information to accomplish purpose of visit
   (3) Forms that are pertinent to purpose of your visit

e. General guides to follow <u>before</u> the home visit
   (1) Have the purpose of the home visit clearly defined in your own mind.
   (2) Look at the cumulative file for background information on the child and family.
   (3) Decide if this visit requires "special handling" by other DISD personnel such as visiting teacher, parent ombudsman, school nurse or principal.
   (4) Always make an appointment with parents before visiting the home.
   (5) Be sure to tell the parent why you are planning the visit.
   (6) Make parents aware that you are making other home visits.
   (7) Emphasize that you are interested in the child and not his family and would like to know them better.
   (8) If possible, tell the child you will visit his/her home.

(9) Advise the child's principal of purpose and exact time of planned visit.
(10) Dress appropriately.
(11) Check to be sure you have the correct address.
(12) Gather pamphlets, instructional games or other materials that you can give to the parent.

5. Conducting the home visit

a. General guides to follow during the home visit
(1) Arrive at agreed upon time.
(2) Identify yourself immediately at the door.
(3) Start with positive comments about the child--you can always find something!
(4) Show that you are sincerely interested in the child and the family.
(5) Talk with the parent--not to them.
(6) Do not overreact when you encounter unusual situations. Leave value judgements in the car.
(7) Relieve embarrassing situations by casually ignoring them or by relating a comparable incident that once happened to you.
(8) Remember most parents want to be good parents and are doing the best they can under the circumstances.
(9) Keep your visit relaxed and short.
(10) Use words that parents can understand.
(11) Listen to more than words; be sensitive to other messages parents may be sending.
(12) Remain neutral in family conflicts; do not "take sides."
(13) Do not take notes during the visit; this can be very threatening.
(14) Invite the parent to visit the school. Be specific: "Come and have lunch with me Friday."
(15) Leave on a positive note and thank them for the opportunity to meet with them.
(16) Allow plenty of time to reach the home on time for the appointment.
(17) If it is your first visit, introduce yourself; if not, give a cordial greeting.
(18) Wait for parent to invite you in. Some cultures avoid strangers in the home until after several visits.

(19) State the reason for your visit. If this is to observe family relationships, offer an alternative reason.

(20) Express a desire to meet and/or greet all family members present. Encourage the child's presence.

(21) Be receptive to the family and their life style.

(22) Be organized. Go with prepared questions and information to meet the purpose of the visit.

(23) Encourage parents to ask questions, make suggestions and share information.

(24) Avoid talking about children's difficulties in their presence.

(25) Answer questions and state information in a positive manner.

(26) Be aware of time. Do not extend the time agreed upon for the visit.

(27) Suggestions for ending the visit:

- (a) Ask if the parent has additional questions.
- (b) Thank them for their time and the opportunity of visiting them in their home.
- (c) Invite them to visit their child at the center.

b. Observations to make

The following are descriptions of things to observe in a home visit. The way in which the information is used will depend upon the type of early childhood program involved and the purpose of the visit.

(1) General description of the child's physical characteristics

(2) General information to obtain from parents

- (a) On what day will the child enter the center?
- (b) On which days will the child attend the center?
- (c) Who will take child to and from school?
- (d) Does the child have a babysitter? What is the child's relationship to her like?
- (e) What is the status of the child's previous preschool experience?
- (f) Are all family members living in home?
- (g) Is there any special information about this child one should know: fears, medical problems, etc?

(h) Does the child have any pets?

(3) Data on the home
- (a) Describe the home.
- (b) Record all "evidence" of children's presence. (Ex. toys in front room)
- (c) Does the child have or share a room?
- (d) Describe where the child plays.
- (e) How long has family lived in the house?
- (f) What is the family's life style?

(4) Data on the parents
- (a) Were both parents present?
- (b) What is the relationship of the parents to one another?
- (c) What is the relationship of the parents to the child?
- (d) Record questions and concerns of the parents.
- (e) What type of guidance do the parents use with the child?
- (f) What is the attitude of the parents toward their child attending school?
- (g) What is their "attitude" toward the teacher?

(5) Data on the child
- (a) Describe the manner in which the child met a "new person" (the teacher).
- (b) With whom does the child relate?
- (c) Were other children present? Describe their play.
- (d) Describe the child's behavior toward parents.
- (e) Describe the child's behavior towards guidance used.
- (f) Describe the child's language skills.

6. Follow-up of the home visit

a. Evaluation
- (1) What did you learn about how the home environment influences the child's behavior from this home visit?
- (2) How will this visit help you better guide the child in your classroom?

b. Write a report on the home visit.
   (1) Write it upon returning to the center; the longer one waits, the more one forgets.
   (2) Write all observations and information from home visit.
   (3) In the content of the report, you should:
      (a) Summarize your observation.
      (b) Evaluate the information gained from the visit.
      (c) Make recommendations or suggestions for change.
      (d) Implement these recommendations into the curriculum/program if appropriate.

c. General guides to follow after the home visit.
   (1) Make a record of the visit.
   (2) Report relevant information to the proper school personnel only; personal information given by parents must remain strictly confidential.
   (3) Analyze the visit to enhance your home visiting skills. Questions to guide analysis could be:
      (a) Was the visit helpful?
      (b) Was the goal or purpose achieved?
      (c) Did both the family and the school benefit?
      (d) Did the parent(s) feel at ease?
      (e) Did you answer parental questions briefly and simply?
      (f) Did you avoid being authoritarian?
      (g) Were you neutral if family disputes were discussed?
      (h) Were you cautious about making value judgements?
      (i) Will the parent(s) be pleased to have you return?
      (j) What could you have done differently?
   (4) Determine if it is necessary to make another visit.
   (5) Follow through on commitments made to the parent; furnish information or materials you offered to provide.

C. Telephone Conversations

1. Placing calls

a. Identify yourself immediately when the party answers.
b. Be specific as to whom you are calling.
c. Place calls at a time convenient for the party you are calling.
d. Ask the person whether they are free to talk to you at this time. Offer to call back if there is any question.
e. Make your conversation brief and to the point.
f. If the party you are calling is not available, be specific about leaving a message.

2. Receiving calls

a. "Hello" is the accepted answer to the nonbusiness calls.
b. When answering a call at work, identify the place of work and then yourself; "Warm World Child Development Center; Mary Smith speaking."
c. When receiving a call intended for someone who is not there, ask to take a message.
d. Keep a note pad and pencil by the phone for the purpose of taking messages.

3. General tips for telephone usage

a. Use a pleasant voice and good grammar; this is the only clue the person has about what you are like.
b. Put the receiver down gently when you are finished; banging down the receiver gives the impression of "good riddance."
c. Do not shout over the telephone. People tend to do this particularly when making long distance calls.
d. Do not use your business telephone for social calls.
e. When you leave your place of work, always inform others as to where you are going and when you expect to return.

D. Writing Letters

1. Format

a. Letters should be neatly written with no corrections, crossed-out words or smudges.

b. Long letters are single spaced, with double spaces between paragraphs. Short letters may be double spaced with triple spaces between paragraphs.

c. The width of the margin varies with the length of the letter.

(1) Long letters have narrow margins, top and bottom, and at the sides.

(2) Top and bottom margins should be equal in depth.

(3) When the letter is long, the left margin should be at least an inch wide.

(4) Margins for the second page should be the same as those used for the first page.

d. Never write a business letter on both sides of the paper.

e. The parts of a formal business letter are the following:

(1) Heading---The address of the sender and the letter's date.

(2) Inside address---The name and address of the person or firm to whom you are writing.

(3) Salutation---The written equivalent of "hello" or "good morning."

(4) Body of the letter---This is the main part of the message; the reason for writing the letter.

(a) The body may consist of only one paragraph.

(b) Separate paragraphs should be made for the beginning of the letters, the body of the letter, and the closing paragraph.

(c) The first thing in writing the body is to make sure your facts are correct.

(d) Decide on the order of importance of things you wish to say.

(e) Arrange your information in this order for writing the letter.

(5) Complimentary close---This is an equivalent to "good-bye." There are many forms to use, "yours truly" is the most common form.

(6) The signature---The name of the person writing the letter. This should always be written by hand.

2. Grammar

a. Three basic writing tools for writing letters are punctuation, spelling, and grammar.

b. Punctuation

(1) Incorrect punctuation can change the entire meaning of a sentence.

(2) Leaving out periods, commas, or other punctuation or putting them in the wrong places can make your writing convey the wrong messages.

(3) Incorrect punctuation also makes your correspondence appear unprofessional.

c. Spelling---If you do not know how to spell a word, look it up in the dictionary.

IV. PARENT EDUCATION

A. Purpose of Parent Education

1. To enhance the parents' understanding of the goals of the early childhood program.

2. To gain the parents' support of the program.

3. To enhance the child's advancement in the educational system.

4. To educate the parents to the social services available in the community.

5. To educate the parents regarding the principles of child growth and development.

6. To develop parents' awareness of their critical role in the total development of their child.

7. To provide a constructive outlet for parents to share frustrations and anxieties regarding child-rearing.

8. To provide an avenue for parents to develop personal/ social skills.

9. To provide an avenue for parents to upgrade employment skills.

B. Tools for Implementing Parent Education Programs

1. Most materials are free or can be checked out:

   a. Films
   b. Filmstrips
   c. Pamphlets

2. Field trips

3. Instructional manuals and handbooks

4. Toys, games and educational learning materials

5. Home visits

6. Parent-volunteer programs

7. Special classes

8. Parent meetings

9. Services of various professionals

C. Content of the Parent Education Program

1. Education for parenting:

   a. Ability to cope with stressful situations
   b. Use of positive techniques of guidance
   c. Facilitate the child's development
      (1) Language
      (2) Intellectual
      (3) Social
      (4) Emotional
   d. Understanding and acceptance of children's age appropriate behaviors.

2. Self-awareness

3. Personal/social development

4. Employment information and education

5. Management skills

   a. Money
   b. Time
   c. Energy

6. Community resources and social services available.

CHAPTER III

WORKING WITH VOLUNTEERS

RATIONALE

Educational programs for your children must involve both parents and volunteers. In all our program planning, the parent's role as the chief educator must be involved to reinforce learning at home and make learning a continuous process. The use of parents and volunteers enriches the program. They can provide experiences reflective of their unique characteristics. They can also enrich the program by providing more adults in the classroom.

It is human nature that people are more interested in and committed to a program in which they are involved in the planning process. For this reason, teachers need to develop skills and attitutdes necessary for involving parents and community people in the educational process.

ESSENTIAL CONTENT INFORMATION

I. INVOLVING VOLUNTEERS FOR PROGRAM ENRICHMENT

A. Definition of Volunteers

1. Volunteers are often parents of children enrolled in the early childhood center.

2. They may also be person from the community with a desire to assist in the early childhood center.

a. Professionals
b. Non-professionals

B. Purpose of Volunteer Program

1. To provide additional staff in all areas of the program, thus increasing the effectiveness of the paid staff.

2. To give interested local citizens, including the parents of the children, an opportunity to participate in the program.

3. To establish a systemized method of using community resources for the expansion and improvement of all parts of the program.

4. To stimulate widespread citizen support for improved services in education, health and welfare for the children and their families.

C. Strategies for Building a Volunteer Program

1. Planning program

a. Designate an individual to be responsible for co-ordination of volunteer program.
   (1) Recruitment of volunteers
   (2) Training of volunteers
   (3) Coordination and supervision of program
   (4) Orienting staff to work with volunteer program

b. Develop a work plan for the effective utilization of volunteer services.
   (1) Survey existing jobs that volunteers can perform:
      (a) Serve as classroom staff
      (b) Escort children to and from the center
      (c) Assist with outing and field trips
      (d) Provide professional health or social services
      (e) Provide special cultural activities
      (f) Help with clerical work
      (g) Collect materials for the center or families
   (2) Develop tentative plans for new services that might be provided with volunteer resources.

2. Recruitment of volunteers

a. Strategies
   (1) Contact the parents of children in the center
   (2) Contact other community organizations
      (a) Senior citizens groups
      (b) School groups
      (c) YWCA
      (d) Homemaker's groups
      (e) PTA
      (f) Church groups
      (g) Junior colunteers
   (3) Implement community wide campaign
      (a) Announcements on radio, TV, and in newspapers

(b) Enlist speakers for civic groups to encourage participation

(4) Check with central source in the community for organizations that could help.
(a) Chamber of Commerce
(b) Community Planning Council

3. Screening and assigning volunteers

a. Qualifications of desirable volunteers
(1) Dedication to the welfare of children and willingness to commit time and energy on their behalf
(2) Enjoyment from working with young children
(3) Willingness to learn more about fostering the processes of growth and development
(4) Sensitivity to the values of different cultural or ethnic groups
(5) Good moral character

b. Assignments
(1) Volunteers should be assigned duties for which they are particularly suited or interested.
(2) Volunteers should be assigned specific tasks and time schedules.
(3) All applicants who volunteer for the program need not be utilized if they are not suitable for the program.

4. Orientation for volunteers

a. Types
(1) Structured
(a) One formal orientation session should be planned for volunteers.
(b) The center staff should participate in orientation.
(2) Unstructured---occurs spontaneously as volunteer becomes acquainted with the program.

b. Content to present
(1) Program goals
(2) Role of volunteer
(3) Specific duties
(4) Appropriate relationship of volunteer to staff and children

(5) Principles of working with children
(6) Safety regulations
(7) Information regarding the cultural groups in the program

c. Techniques employed
(1) Slides and movies of former volunteer programs
(2) Discussion groups
(3) Role playing of various situations that might arise
(4) Slides or movies of children in the center
(5) Commercial slides, filmstrips, movies about early childhood
(6) Visits to the center
(7) Demonstration of teaching techniques

d. Supervision and management of volunteers
(1) Establish guidelines for volunteers
(a) Provide a volunteers procedures manual to cover the following information:
1) Members of the governing board or advisory council of center
2) Sources of financing
3) Services offered
4) Names of staff
5) Role of the volunteer
6) Rules and regulations to be observed
7) Samples of records to be kept on file for volunteer service
8) Procedures for dealing with children's behavior
9) Sample daily schedule
10) Safety procedures to use with children
11) Other relevant materials
(b) Post certain information at key points in the center
1) List of all children at center and telephone number to call in case of emergency
2) Weekly and daily lesson plan
3) Daily schedule
4) Specific volunteer assignments
5) Routine reminders for procedure in each activity center
(c) Guides for involving volunteers effectively

1) Keep the number of adults in a room low. It is possible to over-supervise children so that they do not take initiative or complete work for themselves.

2) Keep the needs of the teacher in consideration. The right number of adult helpers can enrich a program; too many can create confusion in organization and administration.

3) To perform effectively, volunteers must know clearly what they are to do. The job must be within their capacity and they must see the significance of what they are doing in relation to the total program.

4) The volunteers should be placed in a program where they feel most comfortable. It is important to assign them to tasks which offer frequent opportunities to succeed.

5) Consider their interests, hobbies, and areas of strengths and weaknesses when assigning various responsibilities.

6) Inexperienced volunteers will probably need simple and carefully explained duties initially. They may feel more comfortable with background work until they learn the flow of the total program.

7) Written materials should be provided to increase the volunteers' self-sufficiency and reduce their need to interrupt others for directions.

Brief summaries giving basic information about the program, the daily schedule, tips on relationships with children.

Illustrations and directions for constructing visual aids

Directions on procedures for games in which they will be participating.

8) Some information should be posted for the advantage of the volunteers. A list of all children in the center, addresses, telephone numbers, and the person to be notified in case of emergency.
Special assignment sheets.

9) Find frequent opportunities to talk with volunteers in your classroom to discuss various questions the volunteers might have and to offer advice.

10) Include volunteers in regular meetings of the staff when possible. Their commitment to the program will be heightened by their participation in its planning.

II. FOLLOW-UP ACTIVITIES

A. There are Various Ways of Providing for Appreciation and Recognition of Volunteer Services

1. Provide frequent encouragement and praise for service.

2. Plan a special meeting at the conclusion of the yearly program to give recognition for volunteer services.

3. Present certificates of recognition for volunteer services which may be used as future job reference.

4. Present volunteers with a piece of art work or other item made by the children.

5. Send handwritten letters to volunteers expressing appreciation.

B. Evaluation

1. Aspects of volunteer evaluation

a. Evaluation of volunteer's performance
b. Volunteer's evaluation of the volunteer service

2. Evaluation procedures

a. Evaluation of volunteer's performance
   (1) Planned observation by supervisors
   (2) Observation by the coordinator of volunteer service
   (3) Periodic written evaluations by volunteers' immediate supervisor
   (4) Review and discussion of evaluations with coordinator and volunteers

b. Volunteer's evaluation of service
   (1) Forms should be prepared for a periodic evaluation of the service
   (2) Among the topics to include are the following:
      (a) Orientation and training
      (b) Supervisory assistance
      (c) Assessment of effectiveness of service
      (d) Suggested changes
      (e) Satisfaction derived from volunteer service

C. Records

1. Volunteer service needs to keep certain records

2. Records should be kept confidential

3. Some types of records to keep include the following:

   a. Evaluations of volunteer's performance
   b. Volunteer jobs filled and unfilled
   c. Volunteer applications
   d. Volunteers evaluation of the service
   e. Master plan for volunteer service
   f. Time cards for each volunteer

CHAPTER IV

WORKING WITH THE COMMUNITY

RATIONALE

The success and effectiveness of the early childhood program depends to a great extent upon the relationship of children and their parents to their larger world---the community. Community involvement can enrich the program and make each program unique and meaningful to those person closely associated to that particular environment.

The teacher needs to be aware of the varied resources available through the social services system within the immediate community so that the children and families of the center can optimally benefit from these.

ESSENTIAL CONTENT INFORMATION

I. INVOLVING THE COMMUNITY IN THE PROGRAM

A. Purpose

1. The early childhood program has varied responsibilities which are not part of the curriculum, such as physical and mental health services. Such services require planned programs linking the family, center, and community.

2. Coordination and communication between the center and community helps assure the success of projects the center undertakes.

3. The teacher who understands the value and attitudes of the community will be a more effective teacher.

4. The early childhood center can operate as a force for the improvement of the community as children, parents, and staff take part in community activities.

5. The teacher who understands the demographic factors of a community can plan and work more effectively with the community. Some demographic factors are:

   a. The socioeconomic level
   b. The racial and ethnic composition

c. The educational level of parents
d. The number of single parent families
e. The number of working mothers

6. Close coordination and involvement of the early childhood center and the community enhances the children's development in many ways---both directly and indirectly.

7. The teacher who understands the community better knows what types of extracurricular activities and school projects will be successful.

B. Strategies for Good Center-Community Relationships

1. Essential elements for good center/community relationships

a. There should be functioning parent committees at both the classroom and center level that have real involvement in the activities of the center.
b. Open and effective communication between the center staff, the parents, and the community is strongly desirable. Parents and center staff must be able to talk with each other and communicate their problems, concerns, and needs.
c. Center staff should feel that they are a part of the community and understand the people and the community in which they work.
d. There must be many opportunities for parents to work and relate themselves to the center; volunteering work, parent meetings, home pak, etc.
e. Opportunities must exist to involve local organizations, businessmen, and individuals in activities of the center. These could include open house, speaking engagements, center improvement projects, serving on parent committees, etc.

2. Ways by which the activities of the center can be linked to the community

a. Utilizing physical resources in the community
(1) Trip to the zoo, museum, or local historical sites
(2) A picnic in the city park

(3) Visitations to community service facilities such as the fire station, police station, city water works, etc.

(4) Visitations to where people work in beauty shops, service stations, industry, etc., to discover what the activities include in various jobs.

b. Utilizing community people as teaching resources

(1) Inviting such community helpers as mayor, council members, or other community leaders to visit the class and talk with the children about their work and the community.

(2) Inviting community people, beauty shop operators, health and hospital personnel, service station operators, industry, etc., to visit the classroom and tell about their jobs.

c. Coordinating use of resources and efforts

(1) Participation in community activities such as community day, cleanup week, etc.

(2) Children riding school bus to the center with public school children.

(3) Utilization of consultants from the community for training of staff and program development.

(4) Visitation by children and/or staff to community civic meetings with presentations about the center or the activities of the children.

d. Linking the center to the local educational system

(1) Talk to teachers and administrators to build a better understanding of the early childhood program.

(2) Invite the kindergarten teacher to visit the center to gain an understanding of the program and visit with the children.

C. <u>Locating Community Resources for the Center</u>

1. Contact local business and civic groups in your area regarding donations of time, energy, and money.

a. Boy and Girl Scouts
b. Church groups
c. Senior citizens
d. Rotary clubs
e. Kiwanis clubs

f. Junior league
g. Chamber of Commerce
h. Jaycee's

2. Contact local businesses which have surplus or throw away materials which could be utilized by the center.

a. Lumber yard for scrap wood
b. Fabric mill for remnants
c. Packing house for styrofoam trays
d. Newspaper office for paper
e. Garment factory for fabric scraps and spools

3. Research the possibility of businesses or civic groups which might have money they would award the center if presented a written grant application.

D. Understanding the Cultural and Ethnic Groups With Whom We Work

1. Purposes

a. To enhance children's understanding and appreciation of different cultural and ethnic groups.
b. To enhance the teacher's understanding and appreciation of different cultural and ethnic groups and thus be a more effective teacher.
c. To enhance feelings of acceptance and belonging by members of diverse cultural and ethnic groups.
d. To enhance coordination and cooperation in the community to achieve program goals.

2. Descriptors of some major ethnic groups in the United States

a. American Indians
(1) They are truly the first Americans.
(2) They helped the early settlers survive in a strange new world.
(3) Many of the high ethical codes of the Indians are used in modern day scouting.
(4) All Americans should get to know the American Indians better.

b. Afro-Americans
   (1) They compose the largest minority group in the United States.
   (2) Africa is their homeland.
   (3) Labor and skilled craftsmanship played a large part in making their country what it is today.
   (4) Black-Americans are proud of their uniqueness.
   (5) Black awareness and Black pride movements have given hope to other oppressed minorities.

c. Mexican-Americans
   (1) The history of the Mexican civilization goes back more than 5000 years---Mexico is their homeland.
   (2) Mexican-Americans have both Spanish and Indian origins in their native country.
   (3) Mexican-Americans were skilled in city planning, engineering, astronomy, and science more than 4000 years ago.
   (4) They keep their culture alive through benevolent societies, patriotic organizations.
   (5) The emphasis in Mexican culture is placed on warm relationships between people, rather than the acquisition of wealth.
   (6) They have made many artistic contributions to America.

d. Puerto Rican-Americans
   (1) Their cultural heritage is Spanish.
   (2) Puerto-Rico is their homeland; it is an island between North and South America.
   (3) They maintain their own welfare societies.
   (4) Their homeland is historic for its intergration of Indians, Blacks, and Spaniards; their tendency affirms that there are few differences between people.
   (5) They believe in individual worth.

e. Chinese-Americans
   (1) They represent one of the oldest civilizations in the world.
   (2) They originated in the eastern half of the world; their homeland is China.
   (3) Much of modern technology originated from the orient (ex. gunpowder, machine parts, and skilled mathematic system).

(4) They maintain culture through associations.
(5) They helped build rail transportation in the United States.
(6) They have retained a great interest in their homeland.

f. Italian-Americans
(1) They are highly artistic people.
(2) Italy is their homeland.
(3) They maintain culture through benevolent societies.
(4) They emphasize individual development and self-expression.

3. Some experiences related to learning about various cultures include:

a. Foods
b. Music
c. Storytelling from/about various cultures
d. Dramatic play
e. Games
f. Visitors
g. Field trips into various cultures
h. Original home land
i. What brought group to America
j. Holidays and observances
k. Family life
l. Customs
m. Clothing
n. Art
o. History

II. DELIVERY OF HEALTH AND SOCIAL SERVICES

A. Types of Services

1. Physical health services

2. Mental health services

3. Nutritional services

4. Social services

5. Legal services

6. Employment services

B. Providing Services for Children and Their Families

1. There are two types of service providers:

   a. Staff performed services---services which staff have been trained to perform.
   b. Staff-performed services---services which are performed through referrals.

2. Planning for provisions of child and family services

   a. Purpose
      (1) Parents may not have the financial means to acquire services for themselves.
      (2) Parents may be frightened of the process involved.
      (3) Parents may not be aware that a problem exists that can be alleviated.
      (4) Services are currently so fragmented that it is difficult for families with problems to receive effective help.
   b. Procedure
      (1) Designate an individual as the responsible party for coordinating services.
         (a) Professional training for this person is helpful but not essential.
         (b) This individual must be able to work with center families.
         (c) This individual must have knowledge of local situation and be able to work with those who provide resources and services.
      (2) Interview target families to assess status in regard to the following:
         (a) Services the family currently receives
         (b) Services the families feel are needed
         (c) Services family is not aware that they need
      (3) Assess individual children
         (a) This can be done at the time of entry into the program.
         (b) Areas for screening include:
            1) Health screening
            2) Developmental screening

3) Social/emotional development

(4) Survey the community to locate services which are currently available. These may be provided free of charge, or a sliding scale fee may be charged for some services. Some examples of services and resources include:

(a) Individuals
1) Nurses
2) Physicians
3) Dentists
4) Child psychologists and psychiatrists
5) Optometrists
6) Speech and hearing therapists
7) Pediatricians

(b) Agencies and organizations
1) City, county, and state health departments
2) School health programs
3) Neighborhood health centers
4) Dental services agencies
5) State crippled children's programs
6) Medicaid
7) Insurance plans
8) Family service organizations
9) Civic clubs
10) Crippled children's associations
11) Mental health associations

3. Obtaining assistance for children

a. Staff involvement

(1) Staff should have training in the identification of families and children in need of special attention.

(2) Staff should work with families to identify family needs and a means for meeting needs.

(3) When the individual child's or family's need has been identified, begin the following procedure:

(a) Find out where to turn for help

42

(b) Discuss this need with the staff and the child's parents. Parent cooperation ultimately determines whether needed help is acquired.

(4) Make arrangements as appropriate.

(5) Provide assistance to the parents for

(a) Making appointments,

(b) Getting to the clinic.

b. Making referrals

(1) Although the early childhood center cannot finance services, it can serve as a coordinator to see that needed services are provided.

(2) Procedure for referrals

(a) Teachers should record their observations of the child. These records are confidential. Do not allow people outside of the school read them without permission of the parents.

(b) Decide why a referral is advisable.

(c) A teacher should contact parents.

(d) The teacher should discuss with parents those problems observed. Be specific in discussing behaviors. The teacher should never label the child. The comments on the child's behavior should be, for example, "I have noticed your child frequently asking me to repeat my questions; or your child has had problems reciting the poems and songs we use in the classroom."

(e) The teacher should request the parent to make an appointment at an agency for the specific problem.

(f) This agency will discuss concerns with parents; screen the child; contact the child's teacher to discuss the child's academic achievement relative to the concerns mentioned by the parents.

(g) The agency will have a second session with the parent and child to discuss possible treatment to correct and prevent additional problems.

(h) The agency will contact the teacher (with the parent's permission) to discuss the problem and how the teacher may assist the center in treating the problem.

Note: Some preschool centers may have a Special Needs Teacher who may work separately with the child or in a small group.

c. Use of consultants

(1) When a situation requires the help of other professionals, consultation is often the method for securing these services.

(2) A consultant may act directly or indirectly in working with a child.

(a) Direct---Personally intervenes with children.

(b) Indirect---Helps program staff and family deal with problems of children.

(3) Guidelines for the use of consultants

(a) Use one consultant at a time for a case, to avoid confusion and conflicting philosophies and/or recommendations.

(b) Prepare in writing and in advance just what you expect to gain from the consultants in order to derive maximum benefit from their time.

(4) Use consultants when the situation indicates that one is needed; do not try to solve problems beyond your ability.

(5) Be sure you understand how to follow through on recommendations that are made.

(6) Remember that recommendations do not have to be blindly accepted. If you have questions, discuss these with the consultant.

d. Follow-up

(1) Evaluations and screenings of any kind have no value if not followed up.

(2) Procedures for follow-up

(a) Make a telephone call or visit to find out whether appointment was kept and the results.

(b) Get recommendations that can be implemented by the center for the child.
(c) Keep assessment records for any child, and all follow-up records.
(d) Communicate results of all tests and examinations to parents.
(e) Keep all information confidential.

e. Resource services directory
(1) Compile a directory of resources and services available for the use of the children and families in your center. Each should contain the following information:
(a) Name of the agency or individual providing the service
(b) Address
(c) Telephone number
(d) Service offered
(e) Procedure to follow when making the contact
(2) This information could be kept on 3" x 5" cards.

CHAPTER V

TEACHER RESOURCES

INTRODUCTION

Activities for young children must be organized to be effective and require evaluation to determine their effectiveness. Through the use of an activity file card system, the individual teacher can better organize his/her time to meet the individual needs of the children.

When activity plans are written in a uniform fashion and kept in an organized manner, a volunteer, aide, or substitute can become familiar with what is being done and be of assistance to the teacher. In addition, the file cards provide a useful reference for future teaching of young children and provide a resource when the teacher is at a loss for activity ideas.

ESSENTIAL CONTENT INFORMATION

I. SETTING UP THE ACTIVITY CARD FILE

A. Procedures for Developing the File

1. Obtain a 5" x 8" file box and file cards.
2. Divide the file into your chosen curriculum divisions.
3. Develop learning activities for each curriculum division to carry out your yearly and weekly program plans.
4. Keep extra cards available to write up new activities you learn from other teachers and at workshops.

B. Suggested Curriculum Divisions

1. Topical

    a. Art
    b. Body skills
    c. Family
    d. Health
    e. Language
    f. Mathematics
    g. Movement

h. Music
i. Nutrition
j. Safety
k. Science
l. Self-concept
m. Social Science
n. Transitions

2. Developmental

a. Fine motor
b. Gross motor
c. Social
d. Emotional
e. Cognitive
f. Language
g. Appreciation

II. COMPONENTS OF AN ACTIVITY CARD

A. Teacher Developed Activities

The following format would be used for activities which the individual designs or develops after seeing the activity presented by someone else. It should not be used to duplicate information from a resource which the teacher has available for future use.

1. Concept or Skills---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Objective---A statement of the behavior(s) that the child(ren) should be able to perform upon completion of the activity.

6. Materials---A listing of all the items needed for carrying out the activity.

7. Procedures---A sequential listing of all the steps involved in carrying out the activity.

8. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

9. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

10. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity could be improved, appropriateness for age level, etc.

B. Activities from Resource Books

The following format would be used for activities which can be found detailed in a resource which the teacher possesses or has readily available. It is not necessary to duplicate the information in the resource, but an activity card needs to be written to aid in location of the information.

1. Concept or Skill---A general topic of what will be taught. This is similar to a teacher goal.

2. Activity---The title of the activity

3. Learning Center---Where this activity will typically be done in the classroom or center.

4. Grouping---The size group for which the activity is best suited and/or the age group for which the activity is appropriate.

5. Resource---The title of the resource where the activity is detailed.

6. Page---The page number in the resource where the activity is detailed.

7. Other Concepts or Skills---A list of other concepts or skills (if any) which can be developed by this activity.

8. Other Activities---A list of other activities (if any) which will also teach this concept or skill.

9. Recommendations---(This information should be on the back of the card). A critique of the activity to determine if the objective(s) were accomplished. The recommendations would also include statements useful for future reference about how the activity might be improved, appropriateness for the age level, etc.

III. SAMPLE ACTIVITY CARDS

(See page 48)

IV. RESOURCE UNIT CARDS

A. Definition

A summary of the activites and resources available for teaching a specific concept or theme.

B. Purpose

A resource unit card provides a quick, easy reference for developing weekly and daily plans. It provides an overall picture of an instructional unit.

C. Components of the Resource Unit Card

1. General concept or theme

2. Specific objectives for the children to accomplish to develop an understanding of the theme or concept

3. Titles of specific activities, resources, field trips, etc. that will be utilized in teaching the concept or theme. (Specific activities will be detailed on activity cards and complete plans will be written in the instructional unit).

4. Resources

a. Books, stories, films, pictures
b. Poems, fingerplays
c. Songs, records, rhythms
d. Dramatic play themes
e. Outdoor activities
f. Art activities
g. Field trips
h. Manipulative materials
i. Visitors
j. Cooking experiences
k. Group discussions
l. Other

V. SAMPLE RESOURCE UNIT CARD

(See page 50)

VI. RESOURCE FILE

A. Definition

An organized collection of materials to support the instructional units. The file includes materials which the teacher will utilize in activities with the children. Utilization of specific materials will be detailed on activity cards.

B. Purpose

To provide a convenient method for organizing pictures, flannel stories, etc. for utilization while teaching.

C. Organizing the Resource File - Pictures Section

1. Gather a variety of pictures to support the range of concepts you will be presenting ot the children.

2. Cut out, mount, and cover with contact paper.

3. Sort pictures into categories.

4. Label folders and file pictures.

5. Similar folders can be made for flannel stories, patterns, picture cards, etc.

6. Concepts which the picture teaches and questions about the picture which will develop a concept should be written on the back of each picture.

D. Organizing the Resource File - Flannel Stories, Puppet Stories, Etc.

1. Sort stories into categories.

2. Label folders and file stories.

3. Include concepts which the story teaches and questions about the story on the story script.

E. Other Materials

1. Transitions

2. Recipes

3. Bulletin board ideas/materials

4. Songs

F. Organizing the Resource File - Children's Books and Stories

1. Write a book card on any children's book or story you feel will teach the concepts of your program, support the themes, entertain the children, teach language, etc.

2. Each book card should contain the following:

   a. Title
   b. Author
   c. Publisher
   d. Date of publication
   e. Cost (if available)
   f. Summary of content
   g. List of concepts the book or story teaches
   h. Where book is located---center, library, home, etc.

3. Sort cards into categories.

4. Label folders and file cards.

5. Sample book card
(See page 52)

G. Organizing the Resource File---Parent Education Materials

1. Gather a variety of materials which are good teaching aids for parents. These may include pamphlets, flyers, booklets, materials which you make yourself, etc.

2. The materials should be ones which you can obtain free or which may be reproduced for distribution.

3. For each piece of material, attach a card listing the following:

   a. Title of material
   b. Where material can be obtained
   c. Contact person, if applicable
   d. Cost (if any)
   e. Basic Concepts which the material presents
   f. Evaluation of the material

4. Sort materials into categories.

5. Label folders and file materials.

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she learns from others, makes up himself/herself, etc. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill:	Activity:
Learning Center:	Grouping:
Objective:	
Materials:	
Procedures:	
Other Concepts/Skills:	Other Activities:

ACTIVITY CARD

The following is a reduced sample of the Activity Card for the trainee to write up activities which he/she finds in books and materials which he/she owns or has ready access to in the center. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of each curriculum book.

Concept/Skill: Learning Center: Resource: Page:	Activity: Grouping:
Other Concepts/Skills:	Other Activities:

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:			CURRICULUM AREA:	
Books, Stories, Films	Poems, Fingerplays	Songs, Rhythms, Records	Dramatic Play	Gross Motor

RESOURCE OR LEARNING UNIT

THEME/CONCEPT/SKILL:			CURRICULUM AREA:		
Manipulative Materials	Art Activities	Field Trips	Cooking Experiences	Community Visitors	Other

BOOK CARD

The following is a reduced sample of the Book Card for the trainee to write up children's books which he/she reads and has access to for use with the children. Specific information regarding the development of the card is presented in the "Teacher Resources" chapter of the curriculum book.

Concept/Skill:	Title:
Author:	Publisher:
Cost: (If available)	
Summary or description of the content:	
List of all major concepts which the story will teach:	

CHAPTER VI

PORTFOLIO DEVELOPMENT

As a part of the assessment and credentialing process for the Child Development Associate Credential, the Candidate (trainee) must develop a Portfolio. The Portfolio should contain materials which present a complete and accurate picture of the Candidate's competence in working with three to five year old children in a group setting.

A. REQUIREMENTS

Child Development Associate Consortium guidelines for development of the Portfolio are broad and general. The Portfolio must include (1) a personal profile of the Candidate, of no more than 300 words; (2) thirteen sections, one for each of the functional areas; (3) at least one piece of evidence in each of the thirteen functional areas, accompanied by a written explanation of the reason the evidence is included and the way it demonstrates the Candidate's work with children, and (4) each piece of evidence must be labeled with the functional area.

The Portfolio is not a scrapbook, and pieces of evidence should be selected carefully. Developing the Portfolio should be a learning experience and an outgrowth of the Candidate's training and working with children.

B. OPTIONAL INFORMATION FOR THE PORTFOLIO

The following suggestions for the Portfolio are NOT requirements, but ideas that have proved successful for many candidates during the field test of these materials.

1. Description of the setting, including type of center, information about the children's backgrounds and ages, etc.

2. Beliefs about Early Childhood Education, including a brief discussion of the Candidate's philosophy of early childhood education.

3. For each of the thirteen functional areas, include the following pieces of evidence:
   a. Rationale---a discussion of the reasons the Candidate feels that the functional area is important to a program for young children.
   b. Goals---a listing of the broad goals in the specific functional areas that the Candidate has set for the program and/or the children for the year.
   c. Evidence---two additional pieces of evidence which illustrate the Candidate's competence in each area, including a written explanation for each. (Including these pieces of evidence in the Portfolio will give a minimum of four pieces of evidence for each of the thirteen

functional areas, rather than the one that is required.)

4. Illustrating Evidence---Pieces of evidence may be sketches, photographs, samples, examples, or written descriptions of the activity or item presented. The Candidate would then write a brief explanation showing the ways in which the evidence demonstrates competence in the area and the reason for its being in the Portfolio.

5. Neat and legible---this may be printed, longhand, or typed.

6. Easy to handle---large cumbersome materials and items falling out provide difficulty for each person reviewing the Portfolio. Select a format for the Portfolio and keep it simple and consistent. (Most Candidates have found that a loose leaf notebook or manila folders provide the best format.)

The Portfolio Outline and the Sample Portfolio which follow are designed to provide a guide for trainers and trainees working toward assessment. Through field testing the materials, these guides have proved beneficial to trainees in developing their own individual Portfolios.

PORTFOLIO OUTLINE

I. Entering Materials in the Portfolio

A. Include the title of the functional area and the evidence number in the upper right-hand corner of each piece of evidence.
B. Explain the reason for including the piece of evidence in the specific functional area.
C. Describe how the piece of evidence demonstrates the individual's competence in the functional area.
D. If a piece of evidence pertains to more than one functional area, include it only once, and in the description, note the other area(s) to which it pertains.
E. Mount or index materials in a uniform manner.
F. Be neat and organized.

II. Sample Rationale

Nutrition is vital to the development of preschool children. A knowledge of nutrition is essential for the individuals in a child development center where they are responsible for the health and welfare of each child in the center.

Teachers in a child development center should be committed to the development of the whole child, which means they must develop the ability to plan and prepare nutritious meals and snacks for children. In addition, they must provide experiences in the curriculum to promote good nutrition and mealtime habits in children. Throughout, the teacher must consider the child's developmental level and home environment.

III. Sample Goals

A. Each child will be able to select the foods necessary in a daily balanced diet.
B. Each child will be able to serve many foods for himself/herself.
C. Each child will be able to try new foods prepared in a new way, with a minimum of pursuading.
D. Each child will show a positive increase in physical development.
E. Each child identified as having a nutrition deficiency will be provided with a program to correct the deficiency.

HOME/CENTER COORDINATION

Definition
Establishes positive and productive relationships with parents and encourages them to participate in the center's activities.

Rationale
Describe the importance of the functional area.

Goals
List the goals for the year for the group to accomplish.

Other Pieces of Evidence might be:
Newsletters
Conferences
Home Visits
Lending Library
Meetings
Educational Activities
Open House
Telephone Conversations

For each of the above activities, include who initiates the activity; possible outcomes and goals of each activity; how the activity is evaluated; recording of information for each activity; importance of each activity to the development of children; and why the particular methods are implemented or not implemented.

HOME-CENTER RATIONALE

Parents should be the primary influence on their children and provide the basis for positive growth. The center should build on this base and support the parents in their task. Since the children in Candyland CDC are with us from 8-12 hours a day, the center has a larger responsibility than just support. We must provide an environment which fosters growth and development in areas where the home is limited due to less time with the child. Reaching a happy balance is hard to do.

First, working with the children is a two-way street and it is up to the teacher to make sure it continues. The child brings a great deal of the home to the center and takes part of the center, home. We need to know as much about the child-at-home as possible and share about the child-at-center with the parents.

Second, we should try every avenue possible-letters, notes, phone calls, visits-to get the parents involved in the children's program and the center. When home and center work together toward positive development, everyone has a pleasant experience and the outcome is beneficial to the child.

HOME-CENTER GOALS

1. To provide an atmosphere that interests and encourages parents and families to be involved in the child's program.
2. To encourage parent participation in some phase of the center program.
3. To develop "Take-Home Paks" for the parents to do with the children.
4. To have a reference file to refer parents when they need help.
5. To provide a "Parent Handbook" about the center, its program, etc.
6. To send a newsletter to the parent's monthly.
7. To provide educational materials to the parents.
8. To get parents involved through interest groups and parent meetings.

NEWSLETTER

Each month the center prepares a Newsletter for the parents with each class having a section to tell the parents what we have been doing and what we will be doing. We have expanded it to include 3 or 4 activities which parents can do at home with their children. This helps the parents really keep up with what's going on.

I have included a copy of a recent Newsletter in my portfolio.

PARENT VISITS

We rarely have an opportunity to visit with the parents about their children when they arrive and leave because of the rush to get to work or home to fix dinner. So we can have more time, we schedule a Parents' Night once a month and invite the parents to attend. At these meetings, we talk informally to each parent about his child and have an educational something, such as a speaker, film, book display, etc. For the parents who come, this is great, but that's only about $\frac{1}{4}$ of the group. For the others, we then invite them to choose a time and try to do some of the same things.

Even though we have poor response, we keep trying. I know the parents care and I just have to find a new way to reach them.

☆U.S. GOVERNMENT PRINTING OFFICE: 1981-673-193